

FAMILY CONFERENCE WORKSHOP DESCRIPTIONS

SATURDAY MARCH 10, 2013

10:00 am - 12:00 p.m. REAL SUPERHEROES ARE NOT SUPERHUMAN
Keynote Presentation by Joe Valente

12:45 - 2:00 p.m. SESSION I - WORKSHOP SELECTIONS

** Only offered at the Family Conference ** Also offered at the Professional Conference*

****Early Relationships Matter: What Does this Mean for Learning to Communicate?**

Anne Heintzelman

This session is for parents and family members. The session will introduce parents to the concepts of infant, early childhood and family mental health and the importance of early relationships for communication development. The focus will be on thinking about what the baby or young child experiences in interactions with a parent or caregiver. We will emphasize factors that influence the development of attachment and how to enhance relationships for better communication outcomes.

****Discovering Schemata: Powerful Potential for Child, Parent, Professional**

Amy Peters Lalios & Pam Stemper

This session will feature the collaboration of a parent of two deaf children and a certified auditory-verbal therapist in discussing spoken language development within the context of schemata for children with typical hearing and children who are deaf or have hearing loss. Schemata can be defined as mental frames used to store and organize everything we know; are utilized to make sense of our world and to think critically. The session will address the importance of well-developed schemata and an effective triad between parent, child, and professional for developing a deaf or hard of hearing child's spoken language, where each member's schemata are sufficient. Information will be shared via power-point presentation, audience participation and discussion to highlight that while language development follows a general sequence of progression, parental behaviors and influences can affect the depth and breadth of a child's language and how a professional guides and supports parents can make the difference between reaching goals and missing the mark.

****The IFSP/IEP Personalities Tool Box: Working with the Tools We are Given**

(Repeats Session III)

Susan Rolinger

Building a strong IFSP or IEP requires several team members coming to an agreement on how to best meet the needs of the child and the family. This session begins with a brief and tasteful (using m&ms) forced choice personality test. Participants will understand aspects of their own personality and the traits of other "tools" around them. Using specific examples and stories, Susan will describe the strengths and challenges of each tool (personality type). The presentation also includes specific "dos" and "don'ts" for persuading other tools to see things in a different way. This entertaining and interactive workshop will leave participants better prepared to face the challenge of building great service or educational plans.

****Bullying in the Halls of Academia: An Ecosystem's Approach to Assessment, Diagnosis, and Treatment (Repeats Session III)**

Ernest Garrett & Meiko Mori

The presenters will discuss what bullying looks like, feels like, smells like, and tastes like, including but not limited to the effects of bullying, different types of bullying, and contributing factors. They will review what you can do as a parent, victim, teacher, and administrator, and unique considerations related to the deaf and hard of hearing children, though bullying affects everyone.

****What Every Employer Wants: Soft Skills**

Terrye Fish

Soft skills (also called people skills) are needed for everyday life as much as they are needed for work. These skills have to do with how people relate to each other. Leaders at all levels rely heavily on people skills, too. This workshop will focus on how to market your soft skills to an employer starting with understanding five soft skills: Professionalism, Communication Skills, Team Work, Decision Making and Dependability. This workshop will also provide specific strategies and activities to use with consumers who are deaf, hard of hearing, or hearing.

***A Family's Guide to Interveners**

Linda Alsop

This session is designed for parents of children who are deaf-blind and will provide them with information and training related to the role of interveners with children and youth who have combined vision and hearing losses. The impact of deaf-blindness on the learning and communication of these children will be addressed, along with the critical role that interveners play in providing effective deaf-blind-specific intervention to these children in educational settings. Educational law will be discussed, and parents will be given strategies for navigating the Individualized Education Program (IEP) process to determine the need for intervener services for their children who are deaf-blind.

2:30 - 3:45 p.m. SESSION II - WORKSHOP SELECTIONS

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***Yes, Your Child CAN!**

Justin Vollmar

A motivational workshop about great deaf/hard of hearing role models, who have done the impossible and defied the odds, to achieve their dreams. You name it ... medical professionals, professional athletes, musicians, actor/actress, business owners, etc. The workshop shall show the history and narratives of specific, different achievements. The purpose of workshop will be to inspire and encourage parents with deaf/hard of hearing children. It will be great to dream again.

***Wisconsin School for the Deaf: Q&A**

Connie Gartner & Lisa Perry Burckhardt

You've got questions about the Wisconsin School for the Deaf (WSD)? We have answers! Come and enjoy an interactive session with WSD representatives, WSD students and WSD parents for an informal Q and A session.

****Good G.R.I.E.F.: Responses of Parents with Deaf or Hard of Hearing Children**

Susan Rolinger

Family involvement is considered a stronger predictor of early language development than the degree of hearing loss or the age at which intervention begins (Moeller 2000). Early intervention goals target not only the child's progress, but also parental skills and parent/child communication and interaction. The grief responses that naturally occur as parents adjust to having a child who is deaf or hard of hearing significantly affect these families and their involvement. By recognizing and acknowledging a person in their grief, we can help empower them to confidently stand in their new role as a parent of a child who is deaf or hard of hearing, and as a contributing member of the early intervention team. Susan Rolinger will lead workshop participants through an exploration of the different grief responses, illustrations of how parents might experience each, and examples of how this may impact intervention activities and goals. At the conclusion of this session participants will feel better prepared to support care givers with knowledge and compassion. This emotionally charged topic is presented from both the parental and mental health professional perspective with sensitivity and humor.

***iParticipate.....in Extracurricular Activities**

Mary Warner & Alicia Boehme

Would you like your child to join a school club? Maybe be a part of the middle school swim team? Did you ever get the school flyer for Battle of the Books and wonder..... Could MY child participate? Sports, Extracurricular, and nonacademic activities are an important part of a student's education. This session focuses on how to support children with hearing loss in nonacademic settings through audience participation. The session will provide information and discuss Section IV "Participation in Extracurricular and Nonacademic Activities" of an IEP, as well as the child's right to access information during these activities. It will also feature a small clip of success, "William Warner Making Noise" the possibilities when access and support are provided.

****iAccommodate**

Jason Anderson & Stephanie Zito

The Wisconsin Office for the Deaf and Hard of Hearing surveyed more than 100 employers in Wisconsin that had either currently or previously employed a Deaf or Hard of Hearing person. The top 3 reasons with employers were unable to provide appropriate accommodations were: Cost (55%), Lack of Information (27%), and Difficulty Arranging/ Installing (17%). The goal of this workshop is to break down the barriers of communication at the workplace before employment and during employment. Jason and Stephanie will go through strategies for obtaining job interviews and provide examples of self-accommodating technologies for the work place. Other topics that will be discussed include what to do if you disclose or choose not to disclose deafness on an application as well as strategies for when individuals do not have accommodations.

****iUncommon Beauty – Crisis Parenting from Day One (Part I)**

Margaret Meder

Participants will be able to learn, reflect on and share strategies to cope with the challenges of parenting children with special healthcare needs, including: developing positive thinking, creativity, and resourcefulness; streamlining and organizing paperwork; caring for the caregiver; caring for the whole family. Participants will take part in a presentation based on the book, *Uncommon Beauty – Crisis Parenting From Day One*. Following the presentation there will be an application session in which participants will share their own strategies and develop ways to incorporate these ideas into their own repertoire of parenting skills.

4:15 - 5:30 p.m. SESSION III - WORKSHOP SELECTIONS

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***My Child has a Cochlear Implant(s)...Let's Chat!**

Bev Teeter

Please join other families for a casual dialogue about supporting your child who has a cochlear implant(s). This session will draw on the "super strength" of collaboration by providing participants the opportunity to network with other families, ask questions, discuss topics related to cochlear implants, and share ideas. The session will be facilitated by Bev Teeter, WESP-DHH Outreach's Cochlear Implant Specialist, who happens to be a parent of a child with cochlear implants.

****Of Course, You Can Always Go Both Ways. Exploring Options on the Yellow Brick Road to Self-Empowering Children**

Melani Kaplan & Carolyn Small

"Those who are lifting the world upward and onward are those who encourage more than criticize." - Elizabeth Harrison. This session will be presented in the spirit of Elizabeth Harrison's quote listed above and guided by the characters of the Wizard of Oz; we will discuss patterns seen at a systemic level in adults who are Deaf and Hard of Hearing whom did not learn self-advocacy and self-empowerment and examples of manifestation. Participants will be guided through role-playing

while interactively exploring alternative ways of encouraging children to find their own voice. Personal experiences will be sporadically placed and used to illustrate how each interaction can be an opportunity for education. We will address how to compensate for the lack of incidental learning by brainstorming possible fun-filled ideas.

****IFSP/IEP Personalities Toolbox (Repeat Session) - See Description Above**

****Bullying in the Halls of Academia: An Ecosystem's Approach to Assessment, Diagnosis and Treatment (Repeat Session) - See Description Above**

****Interpreting, C-Print, CART and TypeWell – What works best for you?**

Phil Hyssong

An overview of Sign Language Interpreting (VRI), CART and Text Interpreting (C-Print and TypeWell) will be given and demonstrated. Many resource folks have worked with one or two of these services, but mainstreamed students are coming with needs and expectations that are far more advanced. Workshop participants will be able to identify similarities and differences between all three methods of delivery. All the services require different skill sets and amounts of time in the classroom, training programs, and experience will be discussed while addressing qualifications. Further, there are various levels and designations that service providers can achieve that demonstrate their ability level. A heavy emphasis will be placed on the importance of certified training, on-going training, evaluation and certification. CART, Text Interpreting and VRI will be demonstrated during the session.

***Uncommon Beauty – Crisis Parenting from Day One (Part II)**

Margaret Meder - See Description Above